

STATUS OF CHILD STUDY IN EUROPE

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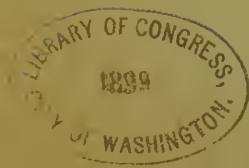
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By WILL S. MONROE, State Normal School, Westfield, Mass.

It has seemed to the president of the child study department not inappropriate to present at this time a few facts bearing upon the status of the child study movement in some of the countries of Europe. In Great Britain, in France, in Germany and in Italy, advocates of child study have organized to an extent that is astounding to the most ardent supporters of the movement in America, where, more than anywhere else, child study has assumed commanding prominence, as a vital educational question. Workers in the foreign fields have kindly responded to requests for information regarding the status of the movement in their respective countries; and the hope has been expressed by a number of the friends of the cause abroad, that, at the great exposition to be held at Paris a year hence, there may be some formal organization of an international character. Some affiliation of the workers would unquestionably be helpful to all concerned; and it is to be hoped that the American friends of child study may not be remiss in co-operating with our friends and co-workers abroad in instituting such an international association.

GREAT BRITAIN.

The following communication from Miss Kate Stevens, the honorable secretary of the London branch of the British Child Study Association, gives a clear notion of the child study activity now so marked in educational circles in Great Britain:

In 1893 several English and Scotch teachers visited the International Educational Conference at Chicago as delegates. Some of these delegates became greatly interested in the work of Child Study, as there conducted by Dr. G. Stanley Hall. After further enquiry into the subject, and a visit paid by Miss Mary Louch of the Ladies' College, Cheltenham, to the Summer School of Clark University in 1894, it was resolved by Miss Louch, Miss Margaret A. Clapperton, of Edinburgh, and Miss Mary E. Crees, of London, to found a British Child Study

¹ President's address before the Child Study Department of the National Education Association at Los Angeles, California, July 12th, 1899.

Association. Advantage was taken by these delegates of the Summer Meeting at Edinburgh, in 1894, to explain the work and aims of the association to a number of people interested in education who were there assembled; and, as a result, the British Child Study Association was formed August, 1894, in Edinburgh, with Miss M. A. Clapperton as Honorable General Secretary.

Branches were shortly afterwards founded by Miss Louch in Cheltenham and Miss Crees in London. Subsequently branches were formed in Derby, Newcastle-on-Tyne, Manchester and Birmingham. The total number of members is upwards of 600.

The aim of the association is to interest parents, teachers and others in the systematic observation of children and young people, with a view to gaining greater insight into child nature and securing more sympathetic and scientific methods of training the young.

In 1898, chiefly through the initiative of President Holman of the London Branch, in co-operation with the various Honorable Secretaries, the Central Association, together with the Branches, was reorganized on a constitutional basis. A strong and influential central organization was formed, consisting of the following officers: President, Dr. T. S. Clouston (Edinburgh); Vice-Presidents, J. Adams, Esq. (Aberdeen), Professor P. Geddes (Edinburgh), Professor Alexander (Manchester), M. W. Keatinge, Esq. (Oxford), Miss D. Beale (Cheltenham), Professor Lloyd Morgan (Bristol), Mrs. Sophia Bryant (London), Dr. G. E. Shuttleworth (London), Professor Earl Barnes (America), Professor James Sully (London), Dr. Langdon-Down (London), Dr. Geo. Wilson (Edinburgh); Chairman of Council, Henry Holman, Esq., H. M. I. (Education Dept.); Hon. General Secretary and Treasurer, Mrs. R. Langdon-Down. Each branch manages its own local affairs through a committee, and also sends delegates to the Central Council.

Early in 1899 it was resolved that the association should found a magazine, as the organ of the British Child Study Association, and to be a medium of communication between the various branches. The magazine, entitled "The Paidologist," is to be issued thrice yearly, on April 1st, July 1st and October 1st; price 6d. each issue; Editor, Miss Mary Louch, 7 Cambray House, Cheltenham, England. A start has been made in gathering together data from various grades of schools by teachers and others for collation; which is being undertaken by several members of the association, who hope in due course to present the result of these studies before the association.

The British Child Study Association owes much of its inspiration and guidance in this field to Professor Earl Barnes, of

America, who has afforded invaluable help. The affiliated branches of the British Child Study Association are as follows:

BRANCH.	NO. OF MEMBERS.	HONORABLE SECRETARY.
Cheltenham,	170,	{ (1) Miss Mary Louch, (2) Miss R. Rooney, The Ladies' College, Cheltenham.
London,	131,	{ (1) Mrs. R. Langdon Down, (Also Hon. Gen. Sec.) 81 Harley Street, London, N. W. (2) Miss Kate Stevens, Carlisle House, Dartmouth Park Hill, London, N. W.
Edinburgh,	113,	Miss M. A. Clapperton, 2 Granton Road, Edinburgh.
Newcastle-on-Tyne,	90,	Miss M. S. Spivey, Estington Tower, Newcastle-on-Tyne.
Derby,	45,	Miss C. H. Baker, The High School, Derby.
Manchester,	30,	Miss Dendy, 8 Brook Street, Fallowfield, Manchester.
Birmingham,	25,	Miss A. J. Dawes, 44 Princess Road, Egbaston, Birmingham.

FRANCE.

The recent exhaustive studies of fatigue made by Professor Alfred Binet and M. Victor Henri are certainly familiar to American child study friends. Other studies, not unlike those made in the schools of New Haven by Professor Scripture, are now being made in the public schools of Paris. A recent movement in France, which seems to be assuming important dimensions, centers about the study of abnormal children. The *Revue internationale de Pédagogie comparative*, an excellent monthly edited by Auguste Mailloux at Nantes, is published in the interest of this movement. Judged by the reviews, most of the activity in child study matters in France, has

started from Lyons and been initiated by M. Gabriel Compayré, so well and so favorably known to American teachers, and the author of an important study of the child. The following letter from M. Compayré indicates briefly the present status of the movement in France. "I have but little news to give you of child study in France, as we are far behind you. I send you the result of a preliminary inquiry with four hundred pupils of primary schools in the precincts of Lyons. We commence this inquiry by suggesting a competition among the pupils of all the schools upon the same subject of French composition. The last subject proposed was this: 'Tell what you know of electric railways.' Lyons boasts of being the French capital of railways. This inquiry is not yet completed. ✓

"My other slighter investigation which I am just beginning, but which promises some interesting results, is like this: I go into a kindergarten, have paper and pencils distributed to the children and ask them to draw for a half hour whatever they fancy; or I direct them to draw according to an outline which I give,—a man, a woman, a child, a young man, a full face, a profile, etc.

"Then again, M. Chabot has given the instructors and the public institutions of Lyons and its suburbs a *questionnaire*, on different points of pedagogical psychology. I send you this *questionnaire*, to which we have some replies already. You see that we are commencing to emulate you and to be inspired by your excellent endeavors.

"As to the rest of France, I observe but too little effort as yet. At Lille, the university has set up this year, a laboratory of education supervised by Professor Lefaire. About what is done at Paris at the laboratory of physiological psychology, under the direction of Professor Alfred Binet, *l'Année Psychologique*, whose fourth annual has appeared and with which you are doubtless familiar, will inform you very well." Since the receipt of M. Compayré's letter, the *Manuel général de l'instruction primaire*, edited by M. Ferdinand Buisson, Professor of pedagogy in the University of Paris, and well known to Americans, announces a call for the organization of a national child study society in France.

ITALY.

Miss Paola Lombroso, daughter of the eminent anthropologist, has been one of the most active child study workers in Italy. Her investigations, "Essays in Child Psychology," were published at Turin, in 1894. Among the topics discussed are: Mental development, morals, play, writing, composition, etc., while the value of the work is enhanced by the addition of twelve monographs upon children personally known

to and observed by the author. Miss Lombroso's book worthily extends the field of investigation opened by Ferri's earlier essays. Other studies of more or less psychological interest are those of Anfosso on "Honesty in Children" (1897), Gelmini on "Children's Lies" (1894), Sergi's "Studies of the Sense of Order in School Children" (1898), which have appeared in various educational and scientific periodicals from time to time. Much of the work of Vitali also has been psychological.

Colozza's work on "The Psychology and Pedagogy of Play" (Turin, 1895,) treats the subject from the historical and psychological pedagogical points of view, discussing the various theories as to the nature and original significance of play, and reaching in conclusion two pedagogical laws, *viz.*, the teacher must not hurry on the appearance of play and a change to play of a different sort, not absolute rest, is necessary when children tire of a given play. Colozza's book is full of interest for the teacher, and he sympathizes more or less with those who seek to relieve the kindergarten of the marionettism which is so often associated with it—the *child himself* should play. Colozza has also published a study of "Inhibition" (1898).

Riccardi's "Anthropology and Pedagogy," of which only the first part has as yet appeared (Modena, 1892,), is the most ambitious contribution of the kind, dealing with the sociology of the child in and out of school. Altogether Riccardi has made 100,000 observations on over 2,000 pupils from seven to eighteen years of age in the schools of Modena and Bologna. The volume under discussion is concerned with social condition of children and parents, moral education and its effects, moral environment, family influence, interest of parents in the school, degeneracy, only children, intelligence, temperament, studiousness, attention, ambition, vanity, pride, study-preference, in all their varied relationships with each other. For Riccardi, the school is a little human society, and the children who pass into it ought to receive the best heredity the race can give. Much and most efficient work in Italy has also been done by Martino Beltrani-Scalia in the study of the physical and mental conditions of juvenile delinquents and of abandoned and neglected children. His investigations have been sociological as well as psychological.

Ottolenghi's studies on "Sensibility and Age" (1895) have shown the increase of sensibility with age and the apparent less sensibility of women. Garbini, whose study of the "Infant's Voice" appeared in 1892, has since published elaborate investigations of the "Evolution of the Color Sense" (1894), and "Evolution of the Sense of Smell" (1896). As to color sense, Garbini studied 557 children from three to six years of

age, and as to the sense of smell, 415 children of ages between three and six, the general results of all his investigations being to confirm the idea of the recapitulation of the racial history by the individual.

The most interesting of recent Italian studies in the motor field is Obici's investigations on the "Embryology of Writing" (1898), based on the school exercises of twenty-five children of both sexes in two Italian schools, from the day of entering to that of leaving. Children seem to err most in excess of movement.

Besides the extensive studies of the criminological school of Lombroso, its advocates and opponents, which have contributed so much to our knowledge of defective children and youth, the labors of Mosso, Pagliani, Livi, Riccardi, Mantegazza, Morselli, Regalia, and Sergi, have made Italian anthropological science familiar to the world outside during the past quarter of a century. Livi's monumental study of Italian soldiers appeared in 1894, since which time several investigations more akin to the child-study movement in America have been reported. The chief of these are Dr. G. Marina's "Anthropological and Ethnographic Studies on Boys" (Turin, 1896,) and "Anthropological Studies on Adults" (Turin, 1897,) and Professor Vitali's "Anthropological Pedagogical Studies" (2 vols., Forli, 1896, Turin, 1898,). Professor Vitali's investigations (anthropometric, psycho-physical, mental constitution, character, etc.,) are in the nature of a parallel study of 303 boys and 372 girls, between the ages of eleven and twenty, belonging to the district of the Romagna, and are a distinctively new contribution to the study of sex in childhood and youth. As a result of his investigation, Professor Vitali expresses himself as strongly in favor of co-education, and the production of mothers who have not ceased to grow or to learn. Dr. Marina's researches, besides giving a general *résumé* of the subject, treat in detail of over 22,000 boys (between ten and twenty years of age) and nearly 23,000 adults (from twenty to forty years), the great majority of both being Italians. Dr. Marina, as a result of his researches, refuses to believe in the existence of a criminal type anatomically characterized, and warns against the dogmatism that sees everything in one or two anatomical or physical characteristics.

Marro's comprehensive study of "Puberty in Man and Woman" (Turin, 1898,) contains a mine of valuable information, largely based on personal investigation and research, about all phenomena of sex and sexuality.

Rising above the host of pamphlets and articles which have appeared in the last few years, Ferriani's study of "Juvenile Criminals" (Turin, 1895,) which has since been translated into German, sums up the data concerning the child in relation to

crime and the criminal in an able and convincing manner. While not a hide-bound Lombrosan, Ferriani certainly sees more innate evil in the child than most German and American anthropologists seem willing to discover. Details of the criminal acts and tendencies of 2,000 young criminals coming under the observation of the author are given, and the book is one of profound interest altogether. Ferriani holds that with few exceptions the criminal carries the germ of his criminality with him out of childhood, and that during that period environment of good is of inconceivable power.

Mosso's "Physical Education of Youth" (Turin, 1894.), which has been translated into several European languages, is in many respects the best book extant on the subject of which it treats. Physician, physiologist, educator,—the author is perhaps the ablest defender of the natural method of gymnastics, free air, free limbs, free action. Most valuable, also, is the "Report of the Commission on Physical Education" (Rome, 1893.), the recommendations of which run largely in the direction of Mosso's views, the latter having, with many other distinguished men, served on the commission. Nature's methods (plays and games) are to be preferred, whenever possible.¹

GERMANY.

American students of childhood will always owe Germany a large debt of gratitude for the splendid labors of the late Professor Preyer, the sense of whose loss is still so fresh upon us. The following communication from Dr. J. Stimpfl, professor in the State Normal School at Bamberg (Bavaria), indicates what is being done in Germany. Dr. Stimpfl, it should be noted in passing, besides having translated Sully's "Studies of Childhood" and Tracy's "Psychology of Childhood" into German, has made numerous and most acceptable contributions to the literature of pedagogy and cognate subjects in the professional reviews of his own country. He writes: "Interest in the study of child mind has increased with both psychologists and educators from year to year, and in North America in particular much has been accomplished. But the cradle of this rapidly developing science was in Germany. Here, as early as 1787, the German philosopher Dietrich Tiedemann published his "Observations on the Development of the Minds of Children." This valuable contribution to empirical psychology, however, was quite neglected, and more than half a century passed before another important work on the psychol-

¹ I am under great obligations to Dr. Alexander F. Chamberlain, of Clark University, Worcester, Mass., for notes on the status of child study in Italy.

ogy of childhood appeared. In 1850, Berthold Sigismund, a German physician, published his "Child and the World," whose fate was not unlike that of Tiedemann's book.

Three decades later followed the classical work by the well-known physiologist, Wilhelm Preyer: "The Mind of the Child." This book, however, has been much less influential in stimulating investigations in Germany than in foreign countries. In 1893, Preyer published a summary of his detailed and comprehensive study under the title: "Mental Development in the First Years of Childhood." Considering the wide circulation which the writings of this famous physiologist have had in the United States, it may seem altogether superfluous to mention him as a pioneer in this field.

Within ten years School Superintendent Christian Ufer has been especially zealous in arousing a deeper interest in child study in Germany. His important translations of child study literature into German have included "The Lies of Children" by G. Stanley Hall; "Differences between Normal and Abnormal Children" by Josiah Royce; "The Beginning of the Child's Mental Life" by Bernard Perez, and "Morality of Children" by Albert Schinz. He has also rendered important service to the child study cause by editing the writings of Tiedemann and Sigismund. As associate editor of *Die Kinderfehler* as well as in the contributions to child study (*Beiträge zur Kinderforschung*), he has given evidence of warm enthusiasm and comprehensive views of childhood. His own original investigations—for example: "Characteristics of the Feeble Minded," "Feeble Minded Children in the Schools," "Mental Types and Related Phenomena," as well as the excellent article on "Child Study" in Rein's *Encyclopædia of Pedagogy*—give him a recognized place as a capable investigator of child nature.

Quite recently two comprehensive and original works have appeared that are of great significance to child-study interests in Germany. In a most formidable work of more than five hundred pages Professor Karl Groos, the Basel philosopher, has treated of the plays of men, with special reference to play activities during childhood. The first section of his book, treats of the play activities of the sensory and motor apparatus, and of the higher mental qualities. The second part treats of contest, love, imitation and social plays. The point of view of Professor Groos is entirely new. He maintains that the play of youth depends on the fact that certain instincts, especially useful in preserving the species, appear before they are seriously needed, and that they are, in contrast with later serious exercise, a *preparation* and *practice* for special instincts.

William Ament has also published a noteworthy book in his "Development of the Thoughts and Speech of Children." He

has employed Preyer's method in his investigation, and his book rightly claims to represent a new and independent approach to child psychology. He outlines for the first time a complete grammar of the child's language and clearly shows that the child's early thinking can be referred back to the principles of association and reproduction. This work, like that by Groos, is of the utmost importance in the sphere of child study.

The continually growing interest in child study has brought about the translation of a considerable number of foreign child study books into German: Sully's "Studies of Childhood," translated by the writer in 1897; Baldwin's "Mental Development in the Child and the Race," translated by Dr. Ortmann in 1898, and Tracy's "Psychology of Childhood," translated by the writer the during present year.

The child has been exhaustively studied from the pathological point of view—first by the aged philosopher and pedagogue, Professor Ludwig Strümpell in his able work published in 1890 entitled: "Pedagogical Pathology, or Teachings from the Faults of Children." A work of no less importance as a pioneer in the study of pathological conditions is that by the alienist Dr. Julius Ludwig August Koch. Although concerned primarily with the study of adults, his work touches at many points the pathology of childhood. His labors have since been ably supplemented, in their applications to children, by Director Johann Trüper, both in his publications and the organization of an educational institution at Sophienhöhe (near Jena) for the care and training of backward and mentally deficient children. He is also one of the co-editors of *Die Kinderfehler*. Gustav Siegert, of Leipzig, has also made important contributions to the study of abnormal children. Besides his three large works: "Problematic Child Nature," "Periods in the Development of the Child," and "The Problem of Child Suicides," he has contributed numerous valuable short articles to Rein's *Encyclopædia of Pedagogy*.

Besides *Die Kinderfehler*, there are two other German reviews devoted especially to child study. In the "Sammlung von Abhandlungen aus dem Gebiete der Pädagogischen Psychologie und Physiologie," edited by Herman Schiller and Theodore Ziehen, several contributions have been made to child study, and notably Professor Ziehen's "Association of Children's Ideas." Since the first of the present year Dr. Ferdinand Kemsies has published an excellent review, devoted to the study of both normal and abnormal children, entitled "*Zeitschrift für Pädagogische Psychologie*."

At the forthcoming summer session of the University of Jena, Superintendent Christian Ufer will give six lectures on "Child Psychology from the Pedagogical Standpoint," and Director

Johann Trüper will offer six lectures on "Abnormal Children and their Educational Treatment." It is the intention to form at Jena during the session of the summer school an association for the study of children.

On the whole, however, and especially when compared with the activities in the United States, Germany lags in the rear of the great child study movement. This state of affairs is explained largely by the fact that the German universities (with the single exception of the University of Jena) have no practice schools connected with their departments of pedagogy. The lectures on pedagogy are given as secondary subjects by professors of philosophy, philology, and theology. And in the German normal schools one finds scarcely less attention given to the study of children than in the universities.

Thus, it will be seen, that the interests represented by this department of the National Education Association, have numerous representatives in the old world; although the present report on the status of child study in Europe is only partial—no attempt being made to include the accounts of the scattered movements in a half dozen countries outside of Western Europe.



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